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ABSTRACT

The National Council of Associations for International Studies, composed of 11 regional associations encompassing over 400 U.S. colleges and universities, has published this revised edition (see ED 010 402 for first edition) for two reasons: (1) the self-instructional approach to language teaching represents a significant breakthrough in the ability of institutions to offer "critical" languages as part of their regular academic programs; and (2) the National Council is sponsoring a nation-wide program of self-instruction in critical languages with the author (director of the Center for Critical Languages, SUNY at Buffalo) as general consultant. The author prepared this manual for college administrators who wish to establish auto-instructional programs in languages not offered in the regular class schedules of their institutions. Procedures for selecting languages, ordering materials and equipment, recruiting native speakers and students, orientation and observation of students, testing, and other activities related to the implementing of the program, are discussed. Also included are data on texts, tapes, tests, and reports. A December 1969 listing of 44 institutions offering self-instruction in one or more languages (Chinese, Greek, Hebrew, Hindi, Hungarian, Japanese, Korean, Portuguese, Serbo-Croatian, Swahili, Arabic and Vietnamese) concludes the manual. (AMM)

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SELF-INSTRUCTION IN THE NON-WESTERN LANGUAGES

A Manual For Program Directors

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SELF-INSTRUCTION IN THE NON-WESTERN LANGUAGES:

A MANUAL FOR PROGRAM DIRECTORS

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FOREWORD

The National Council of Associations for International Studies has published this revised edition of Self-Instruction in the Non-Western Languages for two reasons. First, the self-instructional approach to language teaching represents a significant breakthrough in the ability of institutions to offer "critical" languages as part of their regular academic programs. Secondly, the National Council is sponsoring a nation-wide program of self-instruction in critical languages with Professor Boyd-Bowman as General Consultant.

Professor Boyd-Bowman began his work in self-instructional language teaching at Kalamazoo College in 1964 with U.S. Office of Education support. Since moving to the State University of New York at Buffalo, his work has been extended beyond the confines of one institution to many other institutions in New York State through the Center for International Programs and Comparative Studies of the State Education Department and with the assistance of the Carnegie Corporation. The program has been successful on a state-wide basis and is now receiving a national trial through the National Council, again with U.S. Office of Education support.

Instruction in the critical languages (defined as those other than French, German, Spanish, and Russian) has presented a two-fold problem for academic institutions. One has been lack of trained personnel and the other has been the financial burden of offering a course to a very few students. A selected number of large universities have partially solved the problem through subsidies from governmental sources, but all institutions of higher learning face the problem of how to enlarge offerings in this area without committing abnormally large resources at the expense of other areas of instruction.

Self-instruction is now a proven method which makes it possible to offer a course in a critical language at a reasonable cost to as few as two students. This means that any college can now bolster its international program by offering such major critical languages as Chinese, Japanese, Hindi, Swahili, or Arabic. Large universities which already offer several major critical languages can expand their offerings to the less common languages sometimes needed by graduate students. Higher education thus has the opportunity to take a significant step forward in an important area of international studies.

Because of its committment to the further development of international studies, the National Council is an appropriate vehicle to extend self-instruction on a national basis. A consortium of consortia, the National

Council is composed of eleven regional associations encompassing more than 400 colleges and universities from the east coast to Hawaii and Alaska. Member associations are the Associated Colleges of the Midwest; Center for International Programs and Comparative Studies, New York State Education Department; Central States Colleges Association; Cincinnati Council on World Affairs; College Center of the Finger Lakes; Great Lakes Colleges Association; Kansas City Regional Council for Higher Education; Pacific Area Intercollegiate Council on Asian Studies; Regional Council for International Education; University Center in Vermont; University Center in Virginia. Together these associations can undertake programs which need a national rather than a regional base and can concern themselves with problems too big for one association to deal with effectively.

Self-instruction in critical languages is very pertinent for institutions with serious commitments to international studies. The National Council is, therefore, pleased to offer this publication as part of its support both for international studies and the critical languages program.

Shepherd L. Witman
Chairman of the Board

Henry M. Halstead, III
President

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I. INTRODUCTION

While it is obviously undesirable to deny to the vast majority of U.S. students the option of studying a particular non-Western language, it is also true that most institutions could not offer regular courses in more than one or two such languages at best, and then only with heavy subsidies.

If a practical way could be found to enable highly motivated students, no matter where enrolled, to acquire at least a basic competence in a non-Western language (for example, oral competence equivalent to the first two years of formal instruction), then such students could subsequently continue their study of the language either in graduate school or at one of the numerous language institutes and area centers throughout the country.

Between 1963 and 1965 this writer developed, under contract with the U.S. Office of Education, a basic program in non-Western languages potentially so inexpensive and so simple to initiate that it could be duplicated on any campus in the U.S. (See Boyd-Bowman, "Experimentation with Taped Materials and Native Informants to Develop for Small Colleges Some Programs of Independent Study in the Neglected Languages." Obtainable from the Language Section, Curriculum Branch, HER, BR, U.S. Office of Education, 400 Maryland Avenue, Washington, D.C. 20202.)

The essential ingredients of the program in each language are as follows:

a) one or more highly motivated students of proven linguistic aptitude

b) commercially available, audiolingually-oriented course materials (such as those prepared by the Foreign Service Institute or the Yale Institute of Far Eastern Languages), together with complete sets of accompanying tapes

c) a portable tape-recorder for loan to each participating student (unless the student happens to have his own or has easy and frequent access to the language lab)

d) one or more native-speaking exchange students to serve as pronunciation drill masters (NOT as instructors)

e) regular academic credit

f) a specialist from a leading university invited each term to evaluate progress and furnish the grade for the term's work

g) a faculty member familiar with audiolingual techniques, in this case the director, to serve as part-time coordinator for the entire program.

It will be noted that the program requires NO classroom instruction, NO minimum enrollment and NO formal instruction in linguistics. Since each student is on his own, his rate of progress is limited only by his own ability and initiative. However, he should plan to devote <u>at least</u> as much <u>total time</u> to the program as to any one of his other courses.

II. PROCEDURE

For the benefit of faculty or administrators interested in initiating similar programs at other institutions, here follow some practical suggestions regarding procedure.

STEP ONE

Choice of Language(s). Select only languages for which superior audiolingual taped course materials exist and for which two or more native-speaking exchange students will be available for the duration of the program.

STEP TWO

Ordering Materials and Equipment. The program requires that a portable tape-recorder be loaned to each participating student for his personal use, (or that he at least have constant access to the language lab), also that the director have the use of equipment, portable or fixed, upon which to record tests.[1]

Pre-recorded Taped Course Materials. The quantity of taped materials accompanying each course varies considerably from language to language. Enough copies will have to be made to issue as needed to each individual student.

Ordering Blank Tape. In addition to a complete set of pre-recorded master tapes for each language, the program will require supplies of inexpensive tape (7 inch reel, 1200 feet) for making the copies issued to each student, also facilities for dubbing. Since tape copies are best issued to students one at a time as needed, the task of dubbing from the master can be spread over a number of weeks. Because of the possibility of erasure the master tapes should never be used for purposes

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[1] Though the monophonic Wollensak T-1500's used in the original pilot program were satisfactory, other medium-priced portable recorders would no doubt serve the purpose equally well. The model currently favored at many of the participating colleges is the stereophonic Wollensak 5730 (institutional price approximately $160). Stereo units have the distinct advantage of furnishing the student with a practice channel on which to record his own responses without erasing the pre-recorded material on the master channel.

A few colleges (and individual students) have tried using monophonic cassettes (Sony, Norelco) costing $99 or even less, but low cost and ultra-light weight may be offset by other, more important considerations such as quality of reproduction, stereo capability, ease of dubbing, cost of tapes and general durability.

other than making copies. Students should be allowed to keep tape copies of all materials they are responsible for mastering during a given term. Eventually, however, they should return them for erasure or future reissue.

In addition to the 1200 foot blank tapes the program will require a supply of 200-250 foot tape for recording the 10- to 15-minute weekly oral tests and student responses, all of which must be identified and filed away for evaluation at the end of the term. The weekly consumption of 200-250 foot boxed tapes will therefore be one per language plus one per student.

Ordering Texts. Order in each language a few more copies than the number of students involved. The director and each of the native speakers should have copies also.

MLAT Testing Kit. From the Test Division of the Psychological Corporation of America (304 East 45th Street, New York, New York 10017), there should be ordered in advance Modern Language Aptitude Tests, complete with answer sheets, scoring kit, and taped instructions. The test, which takes approximately 65 minutes to administer, seeks to measure language learning potential and is a useful though not infallible device for screening candidates.

STEP THREE

Recruitment of Native Speakers. These should be exchange students on scholarship or foreign students regularly enrolled at the institution. Since they are not to be employed as language teachers, their field of study is immaterial. The only basic requirement is that they be ordinary educated speakers of the standard spoken form of the language being studied. Most U.S. colleges and universities annually host a number of foreign students, frequently on substantial scholarships furnished by some government or by the institution itself. Advance planning, in cooperation with screening agencies like the Institute of International Education (IIE, 809 United Nations Plaza, New York, New York 10017), the African-American Institute (AAI, 866 United Nations Plaza, New York, New York 10017), and the American Friends of the Middle East (AFME, 1605 New Hampshire Avenue NW, Washington, D.C. 20009), can insure the presence on campus of students of almost any desired language background in a given academic year. It must be remembered, however, that the screening process is lengthy and should be initiated at least one term in advance. Moreover, though the part-time services of one native speaker (six to ten hours per week, depending on the number of students enrolled), is quite sufficient, it is wise to have at least one substitute available in the event that the regular native speaker proves for any reason unable to see the program through to completion.

Native speakers participating in the program should be referred to not as instructors (this is a self-instructional program) but rather as tutors or consultants. Technically they are informants, but popularly this term has unfavorable connotations and should be avoided. The role of a native speaker in a self-instructional program is to review with the students, either as a group or individually, material they have already learned from the tapes (never new material), to monitor and correct their pronunciation and use of idiom, and generally to provide the kind of feedback the students cannot obtain from the tapes alone. He must be cautioned not to try to talk like a book, substituting the sometimes stilted literary standard for the normal colloquial which all educated speakers use and which the student hears on his tapes. The native speaker should not talk about the language nor introduce extraneous vocabulary or idioms nor attempt grammatical explanations of any kind. The course material has been carefully sequenced and all grammatical discussions will be presented wherever necessary in the text itself. Since the main object of the course is effortless control of usage rather than the theoretical understanding of it, little time should be wasted on grammatical speculation. The tutor's task is to drill the students rapidly and intensively in their active use of the language and to furnish a correct model for imitation by the students whenever their responses are faulty or even merely hesitant.

In view of all this it is not necessary to the program that the tutor have a good command of English. Even if he does, both he and the students should pretend that he knows little or none! If a choice of native speakers exists, it is highly desirable that the person chosen have a warm and friendly disposition, be mature, adaptable, and preferably somewhat older than the students, patient, tactful, and even-tempered, and above all, that he be reliable and punctual in his appointments with his tutees. (Sometimes a foreign student's cultural background has not led him to attach the same importance to punctuality that we do.) The tutor has no authority, is not concerned with grades and is not responsible for a student's progress. It is rather up to each individual student to make the most advantageous use of the tutorial time allotted to him, whether this be in group sessions, individual sessions, or a combination of both. The pay for native speakers should be slightly higher than the prevailing hourly rate for ordinary student help at the institution, say $1.50 to $3.00 maximum. This means budgeting roughly $10.00 to $30.00 per week per language, depending on enrollment.

Experience has shown foreign students to be proud to be part of the program, not for the nominal pay involved, but because they are helping students from the host country to gain an insight into their culture through their language. Foreign students often feel isolated and strange on a U.S. campus. Tutorial work helps give them a feeling of usefulness and promotes friendly relations with their American classmates.

A tutor with preconceived notions about how the language should be taught may sometimes prove unwilling to adapt to his role and need to be replaced. The best tutors are usually those who have never thought of themselves as teachers at all. As stated above, a tutor's command of English is relatively unimportant. In fact, the poorer his English, the less he may be tempted to lapse into it in his drill sessions with the student! However, if he happens to have learned some English audiolingually at one of the American centers here or abroad, this experience will probably help him adapt to his new role. To orient new tutors to their function it may prove helpful to have them view the MLA film series entitled Principles and Methods of Teaching a Second Language (five black and white films, each about 40 minutes long).

STEP FOUR

Recruitment of Students. In directed self-instruction of this kind, two to five students seems to be the ideal number to enroll in each language, though larger enrollments (six to ten) are also possible. In any event, the quality of the students selected is all-important. All should come highly recommended for their maturity, motivation and self-discipline. In fact, it would be well to treat the Critical Language Program (CLP) as a kind of "honors" course to which only serious students of very high potential and great emotional stability will be admitted. Sustained self-instruction makes greater demands upon the student than ordinary course-work, and average students may prove unable to do good work on their own. It is recommended that the screening procedure include the following:

a) administration of the MLAT to all candidates (to assess linguistic aptitude)[2]

b) reports from deans, counselors, and professors (to assess maturity as well as past performance)

c) personal interviews (to assess motivation). Candidates should be able to explain convincingly (1) why they want to study a given language; (2) how they plan to fit it into their academic schedule and for how long; (3) how they hope to follow it up in graduate school or with an NDEA summer language fellowship; and (4) what they hope to do with it ultimately.

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[2]Candidates scoring below the 70th percentile might normally be eliminated, though it must be said that occasionally students with percentiles as low as 50 have achieved just as highly as the others. Since the MLAT does not purport to measure all the qualities required for success in a program of this kind, its results should not by themselves be considered decisive. Caution: the MLAT assumes a native command of English and is therefore not a valid index for non-natives.

Students admitted to the program should be made fully aware of the demands the program will make upon their perseverance, especially once the novelty has worn off and the work becomes more difficult.

STEP FIVE

Orientation of Students and Native Speakers. At the first regular meeting, all the CLP students should receive their equipment and the first tape for the course. They should be introduced to the native speakers who will be working with them and asked to set up three to four group appointments for the coming week. Informality should, in our opinion, be the keynote of the relationship between student and tutor. In fact, if the students have been well selected, it is they who will tend to take the initiative in determining when and where to meet, for how long, and how best to utilize the time available. It is most important that from the outset the native speaker realize that his role is not that of a teacher, but that of a fellow-student and friend. The basic learning is done by the students working on their own with text and tape (primarily the latter); the tutor's task is to monitor the already-learned in rapid-fire review sessions, to serve as a live model reinforcing the native voices on the tape, and to provide the students with "feedback" by reacting to their efforts as a typical native speaker would. Apart from encouraging the students with his enthusiasm, his role is in many ways a passive one. Responsibility for progress rests not with him but with the student himself, who proceeds at his own pace in the knowledge that he will be accountable for both the amount and quality of his progress when the visiting examiner comes at the end of each term.

It is important to emphasize to the students again and again the need for "over-learning" the taped material to the point where correct responses become automatic and effortless. As a general rule, each session with the native speaker should be preceded by two hours of intensive drilling of the same material on tape. Live sessions are for review only.

To familiarize both students and tutors with some of the basic concepts of language learning, including the techniques of pattern drill, the director may wish to require, as part of the orientation program, that both view the MLA film series Principles and Methods of Teaching a Second Language and/or observe expert audiolingual techniques being applied to a regular class in spoken French or Spanish. Though CLP work will be structured quite differently from regular classes, even audiolingual ones, there is still much of value that can be learned through such observation.

In addition it is helpful to have the students read the instructions given by Robert Lado and Charles Fries on page xiii of English Sentence Patterns: An Oral Approach (University of Michigan Press,

Ann Arbor, 1953), and to have the native speakers read George L. Shelley's excellent booklet entitled Discussion of Method in the Teaching of Spoken Chinese (Institute of Far Eastern Languages, Yale University, New Haven, Conn. 1961), much of which is applicable to the study of other languages as well.[3]

Observation by the Director or Coordinator. Especially in the early weeks, when students and native speakers alike are inexperienced, the director will find it advisable to visit the drill sessions frequently and offer tactful suggestions of the kind recommended by Lado and Fries (see above) or by Shelley. In such drill sessions it is important that the students acquire the habit of working with books closed and their eyes fixed on the tutor. The latter, basing himself completely on the text, will elicit rapid-fire responses, first in chorus then individually, repeat the correct response after each student response (this serves either as reinforcement or correction, depending on how accurately the student responded) and make the students repeat dialog or drill material swiftly and accurately until all traces of hesitation are lost. Since the goal of pattern drills is to make sound features and grammatical patterns of the target language as completely automatic as they are in the native language, the tutor should not be satisfied with utterances constructed gropingly or at less than normal conversational speed. New tutors might try to imitate rather closely the tempo of the native voices heard on tape.

Experience with sessions involving three or more students working with the native speaker simultaneously, tends to confirm that one to three is the optimum number of students for any one drill session. Individual sessions are good because the student can truly proceed at his own speed. Since he has the tutor's undivided attention, effective use of time permits sessions to be fewer or shorter, e.g. two one-hour sessions or maybe four half-hour sessions a week. With two to three students we have found that the basic feeling of intimacy and of individual attention is still preserved as long as the students are progressing at approximately the same rate. If not, frustration can develop and morale is impaired. With four or more students at one time efficiency tends to decrease progressively throughout the term as the different learning rates produce an ever greater spread between the fastest and the slowest learner. Since the cost of setting up extra hours per week as needed is minor (only $30 each per term) the director has an easy remedy if some students begin to outdistance the others. It is important that each student feel that his rate of progress depends entirely on his own individual initiative and not on that of the group as a whole.

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[3] This writer found the booklet so informative that he furnished a copy to every native-speaking tutor, regardless of language.

Weekly Testing. Once a week the director should meet with a native speaker in each language to record a ten-minute test tape based on material covered in the text.[4] Though the test might take many forms, one that this writer developed and found simple, yet effective, consists of a number of utterances selected at random from the text and recorded by the native speaker with pauses for student repetition, a number of short questions asked by the native speaker and requiring the invention by the student of prompt but reasonable replies (sample question: What are you eating? -- sample reply: I'm eating rice.), and a number of English glosses, taken at random from the text and recorded by the director, to be promptly converted back into the target language by the student.[5]

These tests take about fifteen minutes to record, with the director supplying the portions in English, the native speaker the rest.[6] They are not meant to be graded, but to serve the students as a simple yardstick against which to measure their weekly progress and satisfy themselves that they have effortless control of all current material before proceeding to the next unit. Any student who has to grope or fumble for responses or correct himself repeatedly, whose mind suddenly "goes blank" or who cannot react within the allotted time, would be well advised to carefully review the last couple of units before attempting to master new material of any kind.

Students in the program tend to be highly self-critical and know perfectly well when their performance on a review test falls short of excellence. There is nothing confidential about ungraded oral proficiency tests designed purely for self-diagnosis. Therefore, a student dissatisfied with his own performance should be encouraged to repeat the same test the following week, after he has had time for

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[4] For several of the languages, including Chinese, Japanese, Hindi, Swahili, Hungarian, Vietnamese, and Modern Hebrew, simple tests of this kind have already been prerecorded and may be obtained at cost from the Center for Critical Languages, 24 Crosby Hall, State University of New York at Buffalo.

[5] Later, when the student has begun to work with the writing system, his facility in recognizing Chinese characters or Devanagari script can also be tested by attaching to his test tape a thermofaxed sheet of excerpts from the text, either pasted together from thermofaxed clippings or else in the native speaker's own handwriting, which the student is instructed at the end of the test to open and read aloud onto his answer tape.

[6] To save the director some time an experienced tutor may eventually be counted on to select most of the test materials in advance and merely submit them for the director's approval before they are recorded.

further review. Occasionally he may also profit from listening back to his own recorded responses in the company of the tutor. Students' answer tapes should be clearly labelled and kept on file at least until the end of each semester (in case the visiting examiner should wish to sample a few as evidence of a student's progress at a given moment).

Weekly Joint Meetings in the Lab. Once a week the director should hold a general meeting in the language lab for all personnel involved in the program.[7] After the students have recorded the weekly oral test and their response tapes have been duly identified and filed away for later evaluation by the visiting examiner, the director should devote the next ten minutes to ascertaining, by means of a questionnaire (see Appendix D), how much material each student covered the preceding week, how much time he spent with the tapes, and how much with the native speaker, what collateral reading he did, if any, and what difficulties, if any, he was encountering. This is also the best time for general announcements, questions and answers, for issuing new tapes, and for showing travelogs or simple movies on linguistics. Later on, when the available movies have all been shown, the imaginative director will arrange for talks or panel discussions (in English, of course!) on topics relating to non-Western cultures, e.g. Hinduism, Buddhism, African politics, education in Japan, the geography of Iran, marriage customs in East Africa, the economy of under-developed nations, et cetera, et cetera. In addition to involving students in these discussions, the director can generally count on each of the native speakers to talk once a term about some aspect of life in his own country, and perhaps even on a few of his colleagues in other fields for informal talks on non-Western art, music, politics, history, or religion.

Language Tables. If dining hall or cafeteria arrangements permit it, a weekly "language table" might be scheduled, provided the native speakers are willing and the students themselves show interest. Kibitzers, however, are distracting and should be firmly discouraged. No English should be permitted at all if these tables are to serve their purpose.

Reading for Cultural Background. Each student should be urged to learn all he can about the people who speak the language he is studying. While it is of course unwise to divert students' time from their main goal by assigning heavy readings and reports in history, international politics and the like, the students might, at the director's discretion, be asked to submit evidence of having done some collateral reading during the course of their second (and subsequent) terms of non-Western language work. Such additional readings, and any written reports based on them, should of course be drawn to the attention of the visiting examiner, since the latter is the sole arbiter of the student's grade for the course.

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[7] A good time for such a joint meeting may be late in the afternoon, when it is not likely to conflict with other scheduled activities.

It goes without saying that students should be encouraged to plan programs of cognate courses in other departments (history, sociology, philosophy, political science, art, et cetera) that also deal with the many facets of non-Western civilizations.

The Visiting Examiners. Near the end of each term, perhaps on the weekend immediately preceding the final examination period, the director should have arranged for a visiting specialist in each language to come to the campus for a part of a day to examine the students enrolled in the program. Wherever possible, examiners should be chosen who are thoroughly familiar with the materials being used for the course and are in fact using the same materials in their own classes elsewhere. The examiners, for whom travel expenses plus $100 honorarium per visit is generally quite satisfactory, are asked to evaluate each student as they would their own regular students after a comparable period of study. While the examiners are of course free to examine the students in any way they see fit, they will generally base their grade on one or more of the following types of test, all of them conducted in the target language:

a) observing student performance in review drill sessions with the native-speaking tutor (this rapid-fire review of familiar work in a familiar context is a good warm-up and helps overcome any initial nervousness on the part of the students)

b) asking simple questions of individual students in the group to check fluency, control of idiom, intonation, et cetera

c) ditto, in private interview

d) having student read aloud from selections from the text

e) asking him to retell in his own words what he has read

f) asking him to tell a story, or give an autobiographical sketch of himself, or describe the foreign country and its customs

g) asking students to act out one or more dialog situations from the text, with frequent changing of roles (customer-clerk; parent-child; teacher-student; et cetera)

h) giving a dictation of appropriate difficulty

i) giving an auditory discrimination test

j) giving a standardized listening comprehension test

k) listening in chronological sequence to samples of each student's weekly test tapes.

Testing may take a total of from one to six hours, depending on the total number of students to be interviewed and the thoroughness of each individual examination. The general level of oral proficiency reached by a student can be determined quite rapidly, often in ten or fifteen minutes, but examiners should be encouraged to test all phases of the students' work in order to stimulate maximum effort in the future. If the testing is in any perfunctory, the student will feel cheated of his only chance to demonstrate, before a qualified judge, all that he has mastered in the past several months.

Occasionally it may prove more convenient to schedule the testing at the examiner's own institution; however, for psychological reasons we recommend that at least the initial testing be done on the student's home ground. With his grade for the entire term's work depending on this one day's performance, he is apt to be nervous enough as it is! Past experience has shown the evaluators to be extremely willing to come, conscientious in their testing, fair in their judgments, and a source of constructive suggestions about how to remedy in the future any deficiencies they may have observed.

When the mountain comes to Mohammed and the examiner does not have to leave his own institution, then $80 is suggested as a fair compensation in lieu of the usual $100. Similarly, when two institutions in the same metropolitan area agree to share the services of the same visiting examiner on the same day at the same place (thereby sparing the examiner the nuisance of making two separate journeys), then it is recommended that the two institutions share his travel expenses and pay him $80 apiece for a combined honorarium of $160.

Administration of the Program. This manual would not be complete without a summary of the qualifications and responsibilities of the person charged with administering the program, be his title that of director, coordinator, or supervisor. Though he need not be a non-Western expert, nor even a linguist in the technical sense, he should ideally be a member of the foreign language department familiar with the aims and methods of audiolingual teaching and experienced in its techniques both in the classroom and in the lab. Because most of his duties relate to the initial phases of the program he should be given adequate secretarial assistance in the planning stage and perhaps released from certain normal duties during the first term of student participation, particularly if several students or more than one non-Western language are involved. He is responsible for acquiring the necessary course materials and equipment, recruiting both students and native speakers and indoctrinating them in the basic rules of procedure, monitoring student work both in the lab and in the "live" drill sessions with the tutors, recording (with the help of the latter) short, simple oral tests designed to measure each student's weekly progress, and administering these every week in the lab with the help of the lab assistant or lab director. He must also keep taped records of all tests and responses together with questionnaires on the materials covered each week by each student, and arrange for visiting specialists

to examine the students near the end of each quarter or semester. While the administration of the program may be arduous at the outset, it is also very interesting and rewarding to anyone willing to explore new techniques of teaching. As both students and tutors master their respective roles the time required for supervision decreases greatly and the program begins to function virtually on its own at a negligible cost in time and money.

III. SAMPLE COST PER LANGUAGE

(A) The initial capital investment in tapes and equipment is the largest item:

	No. of Students Enrolled					
	2	3	4	6	8	
Pre-recorded master tapes	$120	120	120	120	120	
Bulk tape (1200 ft. for recording both ways at 3-3/4 ips)	40	60	80	120	120	
250 ft. tapes (boxed)	20	30	40	60	80	
2-3 extra copies of text	20	20	20	20	20	
Wollensak Stereo 5730 (or equiv.) (at approx. $160 ea.)	160 (1)	320 (2)	480 (3)	640 (4)	800 (5)	units[8]
Total capital investment:	$360	550	740	960	1180	

(B) The annual cost of operation is gratifyingly low:

For tutorials at $2.50 an hour for approx. 30 weeks	$300	375	450	600	750	
With 2-3 students per tutorial allow	(4)	(5)	(6)	(8)	(10)	hours[9]
Visiting examiner's honorarium and travel expenses[10]	400	400	400	400	400	
Total annual operating costs	$700	775	850	1000	1150	

It will be noted that the per-student operating cost diminishes from an annual $350 per student if there are only two students, to $167 annually if there are six, and that this figure is not affected by the levels at which the students are studying (e.g., some could be beginners, others in second semester, et cetera). This means that the enterprising director will plan to admit two or more qualified new students to the program at the start of every term instead of only once a year.

---

[8] Experience has shown that one student in every two or three will either have a tape-recorder of his own or can use a room-mate's.

[9] This amount of hours allows each student two to four hours per week in small-group sessions, plus an occasional individual make-up.

[10] Institutions operating on a three-quarter system should budget an additional $200 for this extra visit.

While high-quality headsets are optional (some students find them very helpful, others not), the program might do well to have a small annual budget to cover the cost of occasional film rentals and of extra copies of the text for use by the native speakers and the director himself. All other minor expenses (postage, a few reference works in each language, equipment maintenance and repair) can readily be absorbed by departmental or library budgets.

Appendixed are a selective list of course materials recommended for some of the principal languages, sample instructions to students and tutors, a sample weekly questionnaire, a sample weekly test, a selective bibliography and the list of institutions already offering self-instruction in uncommonly taught languages as of December, 1969. Permission is given to reproduce or adapt for use at other institutions any or all of the above sample instructions. Further information or advice may be obtained by writing to Dr. Peter Boyd-Bowman at this address:

Director
Center for Critical Languages
24 Crosby Hall
State University of New York at Buffalo
Buffalo, New York 14214
Tel: (716) 831-2306 or
831-3214

Appendix A

SOURCES FOR OBTAINING

TEXTS AND TAPES

IN THE CRITICAL LANGUAGES

Key to Abbreviations

CAL Office of Information and Publications
Center for Applied Linguistics
1717 Massachusetts Avenue NW
Washington, DC 20036 Tel: (202) 265-3100

ELS English Language Services
a division of Washington Educational Research Associates, Inc.
550 Wilkens Court
Rockville, Maryland 20852 Tel: (301) 933-6716

FSI Foreign Service Institute
State Department
Washington, DC

GEL Instructional Materials Division
General Electronic Laboratories, Inc.
1085 Commonwealth Avenue
Boston, Massachusetts 02215 Tel: (617) 783-0460

GPO Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402 Tel: (202) 541-3000

Note: All recordings are at 3.75 ips on 5-in. reels unless otherwise indicated.

ARABIC (1)

Abboud, McCarus, etc. Elementary Modern Standard Arabic $5.50

With writing supplement (28 pages)

Available from: Publication Distribution Service
University of Michigan Press
615 E. University Avenue
Ann Arbor, Michigan 48106

Complimentary instructor's copy for orders of 10 or more sent on request.

Tapes: Include Basic texts, grammar drills and pronunciation. Running time: 16½ hours. 8 reels of Scoth 111 tape (1200 ft., 1½ mil acetate), dual track. Cost: $34.00 plus postage. Alternatives: send your own tape, in which case cost is $16.00 dubbing fee plus postage. Or request other specifications in tape, speed, etc. with corresponding difference in price (dubbing fee remains constant).

Tapes available from: University of Michigan Audio-Visual Center
Tape Duplication Service
416 Fourth Street
Ann Arbor, Michigan 48103

Note: Drills recorded on tape are not found written out in the book. Copies of all such exercises will be sent to instructors gratis on request from:

Professor Ernest N. McCarus
Dept. of Near Eastern Languages & Literatures
The University of Michigan
506 E. Liberty
Ann Arbor, Michigan 48108

EMSA will be revised after two or three years of use and published in revised form. The authors accordingly will be very grateful for any comments or suggestions made to improve the book.

CHINESE (2)

DeFrancis, John	Beginning Chinese	Yale Univ.Pr.	1966	$2.75
	Character Text for Beginning Chinese	" " "	1964	3.75
	Beginning Chinese Reader	" " "		
	Part I		1966	2.75
	Part II		1966	2.75
Liang, John	Pronunciation Exercises for Beginning Chinese	Inst.of Far Eastern Studies, Seton Hall Univ.	1964	.50
DeFrancis, John	Intermediate Chinese	Yale Univ.Pr.	1964	2.75
	Character Text for Intermediate Chinese	" " "	1965	3.75
	Intermediate Chinese	" " "		
	Reader Part I		1967	3.75
	Part II		1967	3.75

Tapes for above available from: Director of Language Lab
Seton Hall University
East Orange, New Jersey

- -

GREEK (MODERN) (3)

FSI	Greek Basic Course	GPO	1967	1.75

Tapes: full set, 32 reels $99.20 - ELS

- -

HEBREW (MODERN) (4)

FSI	Hebrew Basic Course	GPO	1965	2.50

Tapes: Units 1-40, 61 reels $213.50 - GEL

- -

HINDI (5)

Fairbanks, Gordon	Spoken and Written Hindi	Cornell Univ. Press	1966	7.50
Harris, Richard	A Basic Hindi Reader	South Asia Language and Area Ctr.Univ. of Rochester, N.Y.		
Nilsson, Usha	Intermediate Hindi and Glossary to Int. Hindi	Indian Lang.& Area Ctr. U.of Wisconsin	1967	7.00

Tapes not commercially available--see note at end of page 21.

HUNGARIAN (6)

FSI	Hungarian Basic Course Units 1-12	GPO	1962	$1.25
	Hungarian Basic Course Units 13-24		1964	1.75
	Hungarian Graded Reader		1968	3.75

Tapes for Units 1-12, 40 reels $120.00
Units 13-24, 43 reels $129.00
sample tape, $2.50 - GEL

- -

JAPANESE (7)

Jorden, Eleanor	Beginning Japanese Part I	Yale Univ.Pr.	1962	2.75
	Part II			2.75
Chaplin & Martin	Manual of Japanese Writing (3 vol. set)	" " "	(set)	6.50
O'Neill, P.G.	Japanese Kana Workbook	Kodansha Intl	1967	1.95

Tapes: Beg. Japanese (Jorden) Part I 30 reels $90.00
Part II 30 reels $90.00
GEL

- -

KOREAN (8)

FSI	Korean Basic Course	GPO	1968	3.00

Tapes: 35 reels, $96.25 - ELS

Wagner & Kim	Elementary Written Korean (3 vol. set)	Harvard U.Pr.	1963	8.75 (set)

- -

POLISH (9)

Schenker, Alex.	Beginning Polish Vol. I (text)	Yale Univ.Pr.	1966	3.75
	Vol. II (drills)			2.75

Tapes: Vol. I 36 reels $129.00
Vol. II 49 reels $179.00 - GEL

SERBO-CROATIAN (10)

FSI	Serbo-Croatian Basic Course	GPO	1965	$3.50

Tapes: full set, 39 reels, $136.50 - GEL

- -

SWAHILI (11)

FSI	Swahili Basic Course	GPO	1968 (2nd ed.)	3.00
	Swahili General Conversation		1966	.75

Tapes: Basic Course, full set, 38 reels $121.50 - ELS
Genl. Conversation - Father Joseph L. Varga
Institute of African Affairs
Duquesne University
Pittsburgh, Pennsylvania 15219
or
Center for Critical Languages
SUNY at Buffalo

Loogman, Alfons	Swahili Readings with notes, exercises and key (hard cover) no.2 of Duquesne Studies (African Series)	Duquesne Univ.Pr	1967	7.00

- -

TAGALOG (12)

Bowen, J. Donald	Beginning Tagalog	U.of Calif. Press	1965	6.00
	Intermediate Readings in Tagalog		1968	6.00

Tapes: 67 reels, $207.70 - Beg. Tagalog)
9 reels, 27.90 - Intermed. Readings) ELS

- -

THAI (13)

Anthony, Edw. M.	Foundations of Thai Book I, Parts 1 & 2	U.of Pgh.	1967	?

TURKISH (14)

FSI	Turkish Basic Course	GPO	1966	$2.25

Tapes: 52 reels $182.00 - GEL

- -

VIETNAMESE (15)

FSI	Vietnamese Basic Course	GPO	1961	
	Lessons 1-10			1.75
	Lessons 11-15			1.50

Tapes: Lessons 1-10, 37 reels $112.70
11-15, 18 reels 55.80 ELS

- -

YORUBA (16)

FSI	Yoruba Basic Course	GPO	1963	1.75
	Yoruba Intermediate Texts		1967	1.25

Tapes: 69 reels (Basic Course) $193.20 - ELS

- -

NOTE: On all orders addressed to the GPO, allow six months in advance as service is quite slow. It is further recommended that in dealing with the GPO, orders be placed for a two-or three-year supply.

The Center for Critical Languages, 24 Crosby Hall, State University of New York at Buffalo, Buffalo, NY 14214, under the direction of Dr. Peter Boyd-Bowman, maintains a library of master tapes that as of August 15, 1969, includes all the above. Arrangements can be made in some instances to acquire copies at cost. In addition weekly test tapes are available also from the Center for the following languages: Chinese, Modern Hebrew, Hindi, Hungarian, Japanese, Swahili, Tagalog, and Vietnamese. Any correspondence should be sent to the above address, or Dr. Boyd-Bowman may be reached by telephone: (716) 831-2306 (or -3214).

Appendix B

SAMPLE INSTRUCTIONS TO STUDENTS AND TUTORS

STUDENTS

The purpose of this program is the effortless control of the usage of a new language, not the theoretical understanding of it. The function of the tutor is to drill the students in rapid, active use of words and structures learned by the student beforehand from books and tapes. The tutor is a sounding board--students can see how a native speaker of the language reacts to their efforts.

Both tutor and student must be reliable and punctual in meeting the tutorial sessions. The relationship between tutor and student should be that of a fellow student and friend. Remember, the tutor is a drill master only. He has NO concern with grades (your grade is the affair of the outside examiner). Nor has the tutor concern with the progress of the student (that is the concern of you yourself).

Step 1 - Buy your text books.

Step 2 - Your group will meet with your tutor to establish the time of tutorial sessions. The time chosen is inflexible. It cannot be reset and reset and reset. This is one of your regular courses--your class commitments must be met.

Step 3 - This general session will also orient you to the use of the language lab. It will be slightly different from other (Spanish, German, or Italian) class methods, so don't miss. (If you have your own large-reel tape recorder, you might prefer using it in your room to using the language lab. Tapes will be loaned out for that purpose.)

Note: Students desiring to purchase their tapes should notify Mr. _____ in Audio-Visual about midterm. The cost is $1.50 per reel, about $20 or so for a term, depending upon the number of reels involved. Perhaps only certain advanced reels would be of interest--the only criterion is that they be complete reels as studied, not patchwork ones.

STUDY PATTERNS

These are entirely individual--students set their own pace, responsible only at the end of the term for the amount and quality of work accomplished.

1. Text and Tapes

Using text and tapes, learn--indeed, overlearn--each lesson. Over-learn to the point where your responses, correct responses, become automatic and effortless. Generally at least two hours should be spent studying before each tutorial session.

2. Tutorial Sessions

A tutorial session is for review only. Keep your books closed. You are supposed to know the words and idioms in the lesson. Rapid fire responses will be sought to dialog learned in the subject lesson. Dialog will be repeated and repeated until proper speed and unhesitating response is realized. (Should you outpace or fall behind other students, separate tutorials will be arranged. Each student MUST feel that his rate of progress depends on his own initiative, not on that of the group as a whole. Otherwise he is frustrated.)

3. Weekly Sessions

A weekly session will be held:

a) for a short three-part quiz to be stored for review by the examiner when he comes on campus. This test will involve:
   1. utterances from the text to be repeated by the student
   2. short questions requiring prompt and reasonable invented replies
   3. English words or phrases to be promptly converted into the language

b) student weekly evaluation and progress reports

c) announcements, new materials, etc.

d) a short cultural session (movies, talks, panel discussions) in English on topics related to the culture under study

e) this culture session might be followed, or supplemented at another time, by a student-tutor dining table session--a weekly language table--to which other speakers of the language are invited.

4. Weekly Tests in Language Lab

These tests are designed to let the student know whether he is progressing at a satisfactory pace. Beginning students sometimes feel that the native speakers on the tapes are talking too fast. However, the tapes have been deliberately designed this way. The speaker is proceeding at a normal pace for the language and if the student is not able to respond, he has not spent enough time on the lesson. The importance of over-learning at the beginning of the course cannot be overemphasized. Only when the student can respond to the tapes without hesitation should he proceed to the next tape.

The taped tests are also helpful in preparing for the final exam, which will be administered individually (and orally) by a visiting specialist in the language from another university. The tests help to make the student feel at ease in a testing situation and accustom him to a native speaker other than his tutor.

5. Contacting Tutors

If for some unavoidable reason you have to break an appointment for a pre-arranged tutorial, contact either the tutor or, if you cannot reach him, let this office know as far ahead as possible. Tutors set up their schedules to spend a given amount of time with each student and if the student does not show up they have wasted the tutorial time that could have been spent with another student.

6. Studying Tapes

A minimum of seven to ten hours (or roughly 1 to 1½ hours per day) should be spent responding actively to your tapes each week, in addition to the tutorial sessions and the brief weekly test in the language lab.

Be sure to come to Room _____ for your next tape before finishing the one you are working on. Some tapes may be in short supply and we must give the language lab time to make copies, which sometimes may take several days.

7. Testing at End of Semester

All testing is done by qualified experts from institutions other than our own. Tests are administered during the regular examination period, usually on the Saturday midway during exam week (except in the case of Hebrew, which is given on Friday or Sunday!). A schedule will be posted on the bulletin board near the end of the semester.

STUDY HINTS

1. Memorize the Dialogue for Each Lesson.

2. Accomplish Outside Preparation with the Aid of Recorded Material.

   a. The course is so organized that the essential part of the student's work is done in the language lab.

   b. The main disadvantage inherent in the tape recorder lie in the fact that the machine cannot answer questions or correct mistakes.

   c. Drill yourself, using recordings as your model. Passive listening is not enough; you must speak out loudly and clearly after the voice on the tape.

      1. Repeat everything aloud; actively participate in the recorded lesson. Passive listening alone does not provide the needed repetition drill and will not help improve fluency.

      2. Drill yourself with closed book as much as possible.

3. Treat Tutorials as Serious Business.

   a. Drill with closed books.

      1. Get the sounds directly from the tutor's lips. Rely on this native speaker for correct pronunciation.

      2. Keep your eyes on the tutor most of the time. This language is not to be read, it is to be spoken.

      3. Practice each pattern as much as you can when it comes up. If the tutor asks for group responses, speak out. Listening to such exercises is of little or no value.

      4. Always have the response ready, even if not called upon to recite.

      5. Mimic sub-vocally when the tutor is working with other students. Such drill should occur as many times as possible in the time provided.

   b. Mimic your tutor.

4. Mimicry--of Gestures and Facial Expressions--is the Key to Learning.

a. Mimicry consists of three phases (i) acute and constant observation, (ii) throwing yourself into the game, (iii) continual practice.

b. Do not forget that gestures (connotatively meaningful movements of the arms, hands, head and face) are very highly conventional types of expression. Almost every language community has its special variety of gestures.

c. Gestures and expressions should not be treated in isolation. They should always be accompanied by the appropriate utterances, in order to perfect proper timing.

DUTIES OF THE TUTOR

The tutor's task is (1) to drill the students rapidly and intensively in their active use of the language; and (2) to furnish a correct model for imitation by the students whenever student responses are faulty or hesitant.

The tutor is NOT a teacher, and he must remember that fact.

Do's and don'ts:

1. Use at all times the standard spoken form of your language. (Do not use stilted, bookish, literary, or extremely formal speech.)

2. Review material already learned by the student. (Never introduce something new--no alternate forms, different words or expressions.)

3. Correct the student's pronunciation and his use of idiom. (Do not tolerate slipshod sounds.)

4. Drill the students for rapid responses. (Do not permit abnormal slowness of speech.)

5. Pretend you know no English. (Do not spend tutorial time explaining grammar or talking about the language or about local culture.)

DEVIATION FROM THESE RULES CANNOT BE TOLERATED.

Tutorial sessions will be preset. You must attend each one punctually and prepared, in advance, to cover a specific lesson or lessons.

At a tutorial session:

students should keep books closed--THESE LIVE SESSIONS ARE FOR REVIEW ONLY.

Tutor should

1. Ask rapid-fire questions

2. Entice from the students rapid-fire answers
   first, in chorus
   then, separately

3. Repeat the correct answer
   (this reinforces the response if the student was right,
   this corrects the answer if the student was wrong)

The tutor takes the students over and over the lesson's dialog drill until all trace of hesitancy is lost. NOTE: inform the Director promptly if any student is falling behind or is moving ahead of the group.

For the weekly oral quiz (10 minutes long): The tutor selects the material and records the test with the Director. These quizzes consist of:

1. Utterances from the text, spoken by the tutor with pauses for student repetition

2. Short questions spoken by the tutor requiring the student to invent a prompt, reasonable reply

3. English words or expressions, selected by the tutor but spoken by the Director, to be promptly converted by the student into the language.

Pay for tutorial services will be _____ per hour, payable at regular monthly University pay periods. Each tutor will fill in a time sheet showing time spent in tutorial sessions and quiz preparations.

Appendix C

SAMPLE WEEKLY TEST

Instructions for a sample oral test recording

"This is a test for Jorden's Beginning Japanese based on Lesson X. Before we begin, please state your name clearly, twice." (Pause) "Now, for the first part of the test please repeat, exactly as you hear them, the following Japanese phrases." (Here the native speaker records at normal speed about eight sentences of medium length (10-15 syllables) selected at random from the material to be tested. After each sentence he pauses for up to ten seconds.)

"In the next part of the test, please invent prompt and reasonable replies to the following simple questions, giving each reply in the form of a complete sentence." (Here follow about eight short questions in Japanese, uttered by the native speaker at normal speed, with a pause of about ten seconds after every question. Sample questions: Why are you learning Japanese? Where can I find a taxi? What day is today? What did you do last night? How long have they lived in Tokyo? Who is Mr. Tanaka?)

"In the third part of the test, please put into correct Japanese, without hesitation, the following English sentences." (Here the Director himself selects at random, and records in English, about 15 short (10-15 syllables) glosses from the dialog or pattern drills, occasionally switching person, number, or tense, or else regrouping familiar dialog material into new combinations to test true grammatical comprehension. After each sentence, the usual ten-second pause.)

While in the early stages this test would normally conclude at this point with the words, "This is the end of the test--thank you very much," the more advanced student may further be required to deliver a short oral composition on a topic related to the dialog, to listen to a passage and answer questions on it, or at a given command to open up a folded test sheet and read aloud into the mike some sentences in hiragana or kanji selected at random from the text and either copied out in the tutor's own handwriting or else thermofaxed, cut out and pasted together on the test sheet. Many other ingenious variations could be developed and substituted without exceeding the recommended time limit of 10 to 15 minutes for the test.

Appendix D

CLP Weekly Report

_____ Date_____

Name_____ Language _____

Meetings with tutor this week: Tutor_____

	Time	Room	Private or Group
Mon.			
Tues.			
Wed.			
Thurs.			
Fri.			
Sat.			

Any comments on tutorial sessions?_____

_____

Time spent with tapes this week:

Mon._____ Tues._____ Wed._____ Thurs._____

Fri._____ Sat._____ Sun._____ Total _____

Material covered this week:

Unit_____, page_____TO unit_____, page_____.

Background reading:_____

_____

Related work (on writing system, for example):_____

_____

Equipment OK?_____Tapes OK?_____If not, specify._____

_____

Any learning problems?_____

_____

Was this past week's progress: rapid___, medium___, slow___, very slow___?

Your morale: high____, low_____, average_____?

Appendix E

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Appendix F

LIST OF INSTITUTIONS OFFERING SELF-INSTRUCTION IN CRITICAL LANGUAGES AS OF DECEMBER, 1969

Institution	Location	Director	Languages
California			
Calif. State College at Hayward	Hayward	Earl Walpole	Chinese Swahili
Florida			
University of South Florida	Tampa	Edmond Wall	Japanese
Illinois			
Mundelein College	Chicago	Sr. Ann Harrington	Japanese
Indiana			
Earlham College	Richmond	Lewis Hoskins	Swahili
Iowa			
Luther College	Decorah	Barbara Bahe	Swahili
University of Northern Iowa	Cedar Falls	Richard Newell	Chinese Hindi
Michigan			
Hope College	Holland	E. F. Gearhart	Arabic Serbo-Croatian
Kalamazoo College	Kalamazoo	Joe Fugate	Japanese Portuguese Swahili
Montana			
Montana State University	Bozeman	Richard Landis	Chinese

New York

Amherst Senior High School	Snyder	Richard McLaughlin	Japanese Swahili
State U. of N.Y. at Binghamton	Binghamton	Raga S. Elim	Swahili
State U. College at Brockport	Brockport	Stephen Chorney	Chinese Japanese
State U. College at Buffalo	Buffalo	Ernest Falbo	Hebrew Swahili
State U. of N.Y. at Buffalo	Buffalo	Peter Boyd-Bowman	Hebrew Hindi Hungarian Japanese Swahili
Calasanctius Prep. School	Buffalo	Peter Masdevall	Hindi
Canisius College	Buffalo	Edwin Neville	Chinese Japanese
Colgate Univ.	Hamilton	Robert Glick	Hebrew Hindi
Croton-Harmon Schools	Croton-on-Hudson	Ann TenEyck	Japanese
Elmira College	Elmira	James Mittlestadt	Hindi Japanese
Fordham Univ.	Bronx	Harvey Humphrey	Chinese Japanese Swahili
Garden City Senior High School	Garden City	Daniel Perkins	Japanese
State U. College at Geneseo	Geneseo	Gifford Orwén	Chinese Portuguese
Kirkland College	Clinton	Stuart Scott	Chinese Swahili
College of Mt. St. Vincent	Riverdale	Sr. Josephine Marita	Chinese Japanese
State U. College at New Paltz	New Paltz	Henry Urbanski	Japanese Swahili

State U. College at Oneonta	Oneonta	Medardo Gutierrez	Arabic Greek Hindi Hungarian Portuguese Swahili Vietnamese
State U. College at Plattsburgh	Plattsburgh	Alexei Tsurikov	Chinese Hebrew Japanese
C.W.Post College	Greenvale	Richard Auletta	Hebrew Japanese Korean Portuguese
Skidmore College	Saratoga Springs	Yu-Kuang Chu	Chinese
Vassar College	Poughkeepsie	Mary Corcoran	Hebrew Japanese
Wells College	Aurora	Kathryn Marshall	Japanese
<u>Ohio</u>			
Baldwin-Wallace College	Berea	John Sinnema	Swahili
Kent State Univ.	Kent	Kenneth Colton	Chinese Japanese Swahili
Ohio Wesleyan University	Delaware	Janet Ragatz	Japanese Portuguese
College of Wooster	Wooster	Harold Smith	Arabic
<u>Pennsylvania</u>			
Franklin & Marshall College	Lancaster	J. Wm. Frey	Chinese
Pennsylvania State University	University Park	W. LaMarr Kopp	Japanese Swahili
Univ. of Pittsburgh	Pittsburgh	Richard F. S. Yang	Korean
St. Joseph's College	Philadelphia	Janes Iannucci	Chinese

Utah			
Utah State Univ.	Logan	Philip Spoerry	Chinese
Vermont			
Goddard College	Plainfield	George Moseley	Swahili
Univ. of Vermont	Burlington	Truman Webster	Chinese Japanese Serbo-Croatian
Virginia			
Randolph-Macon Woman's College	Lynchburg	David Anthony	Japanese
West Virginia			
West Virginia Wesleyan College	Buckhannon	Nelson Hoffman	Hindi